

The Collegiate

Focusing on Faculty/Staff Activities at Roxbury Community College

An Academic Affairs Newsletter

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Hubie Jones Becomes Interim CEO

Hubie E. Jones, distinguished community activist and noted Dean of Boston University's School of Social Work has been formally approved by the Higher Education Coordination Council as interim president of Roxbury Community College. The approval thus allows President Jones to continue to receive his salary from Boston University while serving Roxbury Community College under a special regulation allowing private-sector educators to serve as a temporary state college president "under extraordinary circumstances".

"The *Collegiate*" salutes



President Jones for his many years of outstanding contributions to the Boston community and his scholarly endeavors as one of the Nation's foremost deans in higher education. We wish for him much success as interim CEO of Roxbury Community College.

Athletics to Return to Roxbury Community College

Effective Fall Semester, 1992, Roxbury Community College is planning to return a viable athletics program through the renewed efforts and commitment of the administration, faculty, staff and students. Our goal is to rebuild athletics as an integral part of the institutional mission which will allow students access to additional scholarships, strengthen the value of discipline and competition and provide the opportunity to demonstrate excellence.

To achieve this important goal, the College will utilize an athletics advisory committee consisting of community residents, faculty, staff and students; in addition, Mr. Ernest Austin is serving as the interim athletics director.

RCC Day Care Center to Reopen

The RCC Day Care Center is scheduled to reopen by Fall Semester, 1992, or earlier under the management of S.M.I.L.E. Pre-School, Inc. (S.M.I.L.E. is an acronym for Special Moments in Learning Experience). A contract was awarded to S.M.I.L.E. Pre-School on December 27, 1991 following a formal bidding process. S.M.I.L.E. presently operates a pre-school at Dimock Health Center.

The RCC Day Care Center will be operated primarily for the RCC community, both day and evening, with the general public being accommodated on a space available basis. Hours of operation will be from 6:30 am to 9:30 P.M. Information regarding enrollment of children may be gained from the S.M.I.L.E. Director in Room 3-339 or by calling the Dimock Office at 427-5226.

Highlights

Building Pride in RCC... A Commentary	2
President Aristide Visits RCC	3
RCC Scholarship & Honors Assembly	5
Senator Kennedy Visits RCC	6
That's the TICGIT	7
NewsFlash	8
Vocational Education Grants Awarded	9
DCE & BBS Update	10
PR and Marketing Forum	11
Contributors	12

Professor Turner Receives N.I.H. Funding

Professor Ray Turner, Division of Math and Science, is spending some of his time at Tufts Medical School where he has been involved in pioneering research in Cell Biology. Turner was recently awarded money to support

his research efforts for the next three years at Tufts. The awarding institution is the National Institutes of Health (NIH). "The research is exciting and novel," says Turner. "We are doing breakthrough research in our laboratory. Dr. Bryan Toole, the group leader, is a well known figure in our field of research. It's a privilege to work with him."

C O M M E N T A R Y

Building Pride in Roxbury Community College: A Challenge to the Alumni

By N. Alan Sheppard, V.P. of Academic and Student Affairs

Since the Spring of 1990 (the time commencing when the College initiated its recognition of three distinguished alumni at graduation), I have been thoroughly impressed with the indisputable fact that Roxbury Community College has a plethora of graduates who have achieved noteworthy recognition. I am also suggesting that Roxbury Community College Alumni should no longer refer to their College or think of it as one of the best kept secrets in the Commonwealth of Massachusetts. Roxbury Community College is definitely no secret, as it is more and more being recognized for its achievements in higher education. Alumni and others must continue to spread the word and even do a little bragging.

The viability, vitality, and vigilance of the Alumni Association must be the order of the day for Roxbury Community College. Alumni Associations have always played an essential role in building College pride and in encouraging alumni to help their alma mater in a variety of ways. Now more than ever Alumni must spread the news of our College's many achievements. In general, Alumni can help Roxbury Community College by encouraging students to apply, by letting others know about the College's achievements and needs, and by supporting the College with annual gifts.

Please allow me to pose the following three questions and, at the same time, share some thoughts on possible answers:

QUESTION: What should be the priorities of the Roxbury Community College Alumni Association, in order of importance?

POSSIBLE SUGGESTIONS:

- 1) Promote College programs and academic excellence



- 2) Keep Alumni informed and involved with Roxbury Community College
- 3) Encourage support for scholarships
- 4) Encourage recruitment of students
- 5) Create strong ties among Alumni

QUESTIONS: How can our Alumni help to promote Roxbury Community College?

POSSIBLE SUGGESTIONS:

- 1) Promote the College in business, industry, the community and in the high schools.
- 2) Contribute to the Roxbury Community College plans for the Annual Fund and Athletics Fund.
- 3) Attend reunions, seminars, and other activities on campus.
- 4) Encourage legislative support of Roxbury Community College programs.

QUESTIONS: What will attract Roxbury Community alumni to return for campus visits?

POSSIBLE SUGGESTIONS:

- 1) Class Reunions
- 2) Restoration of Athletics

3) Special campus events (in particular, such events should occur in the College's relatively unused Media Arts Building).

4) Participate in alumni activities sponsored by campus groups.

5) Annual graduation day in which distinguished alumni are recognized by the College's administration.

The College strongly encourages the Roxbury Community College Alumni Association to become engaged in an extensive development and assessment of alumni programs and the development of a comprehensive long-range plan. The programs assessment set the stage for merging the Alumni Association administratively with Roxbury Community College. The programs and services still being developed by the Association will depend on the support of Alumni through the proposed Roxbury Community College Annual fund that will be partially designated for Alumni programs. Alumni gifts are needed to fund faculty and student awards, scholarships, communications, alumni services, and special programs that assist students, faculty and alumni.

As Roxbury Community College continues to work hard to achieve the distinction as a comprehensive two-year College of the first rank, alumni should never hesitate to boast about a college that touches not just students, but people in all corners of the world. Our alumni are our reason for being. The successes and achievements of our alumni prove that Roxbury Community College's outstanding academic programs prepare young men and women to be leaders in every profession and in all avenues of civic, public and charitable service.

Roxbury Community College Alumni have much to be proud of !!!

President Jean Bertrand Aristide Visits Roxbury Community College

The President of Haiti, Jean Bertrand Aristide, delivered a lecture and received an Honorary Associate of Arts degree from Roxbury Community College on April 29, 1992. His lecture was a part of the fifteen-week course and public lecture series, The Haitian Reality, which is part of the RCC Caribbean Focus Program. Nearly 2,000 people gathered inside and outside the RCC Media/Arts Building.

The RCC faculty, in academic regalia, joined the RCC Board of Trustees, President Hubert E. Jones, the Vice President for Academic Affairs, Acting Dean of the Faculty and other college officials in honoring President Aristide, widely acknowledged as a major world leader in the struggle for social justice and democracy. Many prominent community leaders, including members of the Massachusetts Legislature and the Boston City Council and School Committee, were present for the event. The RCC Honor Society, Phi Theta Kappa, presented the President flags of nations represented in the student body. The RCC Chorus, under direction of Prof. Edmund Mousally, sang music of several cultures, including Haiti. Haitian musical groups also performed. Accompanying the President were several members of the Haitian government, including the Ambassador to the United States and the Foreign Minister. RCC Computer Systems staff

person Nunotte Zama and Haitian Club President Kadei Petit-Frere moderated the event. Noted Haitian poet and activist Jean-Claude Martineau, coordinator of the Haitian Reality series, introduced President Aristide. Prof. Tom Reeves, facilitator of the RCC Caribbean Focus, made welcoming remarks. The Haitian Reality series brought many other prominent Haitian scholars, artists and activists to RCC during the Spring 1992 Semester, including Father Yvon Massac, who came directly from Haiti where he was recently

imprisoned for resistance to the military dictatorship. The Haitian Reality is the third in the Caribbean Focus series of programs. The Puerto Rican and Jamaican Reality series were recently completed and a Dominican Reality program is planned for next year. Each program is planned and funded by advisory groups made up of RCC faculty, staff and students as well as community representatives. Each program also includes an Exchange Study Tour to the Caribbean.



From Left to Right: Jean Bertrand Aristide, President, Haiti; Thomas Reeves, Professor, RCC; Hubie Jones, President, RCC; Luis Prado, Chairman, RCC Board of Trustees

Photo by: Angel Amy Moreno

Roxbury Community College Receives Award to develop HIV/AIDS Awareness Program & Resources

Through the efforts of Ruth Hines, coordinator of Health Services and Holly Guran, Coordinator of Counseling and Placement Services, Roxbury Community College has received a Mini-Grant Award in the amount of \$5000 to develop during the next seven months an innovative program that will produce a blue print for other institutions who seek to enhance their HIV education and AIDS awareness programs by developing a curriculum and resource materials to use in college level courses.

Roxbury Community College & Northeastern University Awarded \$10,000 Continuation Grant

As a continuation of its \$25,000 partnership grant awarded by the American Council on Education in FY' 90-91, Roxbury Community College & Northeastern University (NEU) have been awarded a \$10,000 partnership grant for 1992-92 to continue the support and services for students to transfer upon completion of Associate Degrees at RCC to NEU; in addition, special curriculum development, faculty development and other partnership activities will also continue to be supported under the grant. Special emphasis will be on the development of

a pre-engineering program. Professor Clark Grain serves as the Project Coordinator for Roxbury Community College.

Roxbury Community College Recoups \$187,467 from U.S. Department of Education Strengthening Institution Program

In an unprecedented move Roxbury Community College, after numerous meetings with officials from the United States Department of Education and intervention by Senator Ted Kennedy's Office, gained authorization to use \$187,467 of unused funds appropriated for FY'90.

Application Transfer Study (ATS) by IBM in Partnership with RCC to Be Conducted

The *Application Transfer or Information Planning Study* is an offering from IBM to help selected small colleges develop long-term (three to five year) strategic plans for computing. The study uses a methodology that IBM has applied successfully, both internally and externally, for over fifteen years. A consultant, who is experienced in applying this method to institutions of higher education, and a technical expert from the local IBM office work with a committee of decision-makers from the College. In turn, this group involves other faculty and staff in the process and ultimately generates a detailed report which specifically addresses the needs of the institution.

The report is divided into seven sections: an introduction; an executive overview, which synthesizes the report; a detailed description of the current environment; a well-documented list of the problems identified; a set of recommendations; a detailed implementation plan, which includes a mechanism for updating the plan; and a description of identified benefits.

Academic institutions generally have found this program to be highly beneficial. The resultant strategic plans have proven useful, and a number of colleges have applied the methodology in other areas at a later date.

The Study, including all recommendations, implementation plans and expected benefits will be completed by mid-August 1992.

Faculty Notes: Kathy Riley

Kathy is currently serving as President of the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL), the statewide professional organization of ESL professionals.

She was recently appointed to the Massachusetts State Advisory Board on Bilingual Education by the Acting Commissioner of Education.

In March, Kathy was a presenter at the TESOL Convention in Vancouver, Canada. Her topic was "Visions of Literacy in Rural Pakistan", part of the Cross-Cultural Literacy Colloquium,

chaired by Fraida Dubin of USC. She presented slides and research which are a result of a collaboration between Kathy and Iffat Farah, a fellow Ph.D. candidate at the University of Pennsylvania. This research was done during the summer of 1990.

In late March, Kathy was a co-presenter with Carol Houser Piniero of Boston University at the MATSOL conference. The topic was "Our Classrooms, Ourselves". The presentation centered on classroom research and how to use technology to document and support that type of research.

The Transfer Agreement Articulation and Dual Admissions Partnership

On Wednesday, November 21, 1991, nineteen Boston Public High School guidance counselors attended a Luncheon Meeting at Roxbury Community College.

The purpose of the event was to announce a new transfer agreement articulation and dual admission partnership with Historically Black Colleges and Universities. The program allows students to begin their studies at Roxbury Community College or any Massachusetts Community College and transfer directly to one of the participating institutions.

The four-year institutions currently participating in this partnership are: Cheyney University, Delaware State University, Florida A&M University, Hampton University, Howard University, and Tuskegee University.

Panelists included Dr. Tossie Taylor, Associate Vice Chancellor for Independent Institutions, Higher Education Coordinating Council; Dr. N. Alan Shepard, Senior Administrator/Vice President of Academic Affairs, Roxbury Community College; Dean Barbara Burgess, Roxbury Community College; Assistant Dean Jim Ware, Bunker Hill Community College; Dr. Judith Sanford-Harris, Bunker Hill Community College, and key administrators of Academic Affairs and Counseling Departments at Roxbury Community College.

High school students seeking additional information should contact their guidance counselors or the Admissions Office at R.C.C. at 541-5310.

RCC Sponsors Breakfast Saluting Boston's Classroom Teachers for Excellence in Teaching

Roxbury Community College demonstrated its commitment to teaching excellence by saluting at a special breakfast the fifteen Boston school teachers given Golden Apple Awards as "unsung heroes in the city's classrooms". Also, each awardee received an Excellence in Teaching Certificate and is eligible for a free three credit-hour course at the College. The course to be selected will be left to the discretion of each teacher to assist in his or her own professional growth and development either summer 1992 or during the academic year, 1992-93. The courses may range from Anatomy and Physiology to Physics—from Computer Technology to Computer Aided Drafting—from Statistics to Calculus II—from Accounting to Business Management—and from Early Childhood Education to English as a Second Language (ESL).

The breakfast salute occurred on Wednesday, May 27, 1992, at 7:00 a.m. in the College's Student Center. Superintendent Lois Harrison-Jones and each awardee in attendance school principal also attended.

Summer School at RCC

Registration

May 28, June 2, 4, 9, 11
4:00-8:00PM

Classes Begin

June 15, 1992
for information call

541-5306

Roxbury Community College Scholarship and Honors Assembly

*By Professor Everest Onuoha,
Chairman of the Roxbury Community College
Scholarship and Honors Committee/
Advisor of the National Honors Society*

April 30th, 1992, marked the Eighteenth Annual Honors Assembly of Roxbury Community College. The ceremony was one of the series of events which marked the official opening of the new Media/Arts Building. The College is still committed to promoting academic excellence as an intellectual and reflective undertaking. The Eighteenth Annual Scholarship and Honors Convocation is an eloquent testimony of that commitment.

At the Honors Assembly, students who have made the "Dean's" and "President's" list by achieving a semester grade point average of 3.50 or better were recognized and honored. Also, twenty Roxbury Community College Foundation Scholarships were awarded to students who have attained academic excellence during the previous semester.

Seventy-nine students were honored for their scholastic achievement and four

of these students received this year's Boston University Scholarship award. In our distinctive view of and quest for academic excellence, Roxbury Community College seeks to empower students to attain knowledge of significance and subtlety, and strives to show all students how to expand their understanding in order to advance and develop themselves as truly educated men and women.

Roxbury Community College upholds a philosophy that embodies the values of liberal learning and illuminates the methods and ends of the learned professions, affirms that serious higher learning means a cultivated intellect and sensibility, and asserts that to attain both is to become educated.

To help our students achieve such a challenging goal, Roxbury Community College faculty relies on a learning strategy to inform, question and guide students' intellects to become encompass-

ing and self-directive, and to show them how their intellectual interests and moral choices give practical expression to their humanity.

Roxbury Community College programs prepare students to become leaders and to comprehend the problematic nature of the "modern condition", the different "modes and versions" employed in making reality intelligible and tractable, and the "values and actions" that reveal how moral responsibility is indispensable to intelligent action. To this end, the principles of scientific knowledge and the implications of technology are interpreted as ways of viewing changing world-pictures as approximations to reality. In these ways our student are challenged to observe the bearing of social, economic and political development on technologically changing culture.

Many thanks to the Roxbury Community College Foundation, to our President, Hubie Jones, Vice President Alan Sheppard, Dean Daniel Alvarez, Dean Barbara Burgess, the Roxbury Community College administrative team and most importantly the Roxbury Community College faculty, especially members of the Scholarship and Honors Committee (Professor Chiso Ndukwe, Professor Walter Silva, Professor Tom Reeves, Professor Javad Moulai, Ms. Colleen Spence, Ms. Holly Guran, Ms. Sheiry Smith) for their support, contributions and indefatigable efforts to make the Eighteenth Annual Roxbury Community College Honors Assembly a brilliant success.



Professor Everest Onuoha addressing the 1992 Honors Assembly

Photo by: Judy Nudelman

Senator Kennedy Visits Roxbury Community College Students

On Monday, May 11, 1992 Senator Edward Kennedy visited Roxbury Community College to listen to issues relative to education, housing, crime and other areas of concerns of inner-city residents. Students attending reiterated that the Los Angeles disturbance was a direct expression of anger and frustration among inner-city residents.

Students were afforded the opportunity to ask questions and so did Senator Kennedy. The students were primarily concerned about neighborhood safety (elimination of guns from the Community). Special emphasis also was placed on education and jobs for youth.

One student urged Senator Kennedy (D-Massachusetts) to take an active role in communicating to Governor Weld that education is a top priority in the Commonwealth. Students also underscored the need for Roxbury Community College to remain a positive model of academic excellence within sight of our children and community residents.

The meeting was a very positive step allowing inner-city residents an opportunity to speak on issues affecting their lives, their children and their community.

Students expressed their sincere gratitude to the Senator for making this opportunity available and encouraged future visits of this type. Roxbury Community College's Interim President, Hubie Jones and Acting Dean of Students, Barbara Burgess were among the RCC Administrators in attendance.



From left to right: Hubie Jones, President, RCC and Senator Edward Kennedy



Photo by: Boris Tabmasian

Photo by: Boris Tabmasian

Commencement Set for *June 5*

The Eighteenth Annual Commencement of Roxbury Community College will be held on campus, Friday, June 5, 1992, at 3:00 P.M. Mr. Rudolph F. Pierce, Esquire of Goulston and Storrs Law Firm is the keynote speaker. The number of graduates is expected to be in excess of one hundred twenty (120). For the third consecutive year, the College will honor three former students who will be recognized as distinguished alumni.

That's The TICCIT

by Roberta Scholtka,
Coordinator of Instructional Development and
Innovative Delivery Systems

It is well noted in educational literature that students retain 20% of what they hear, 40% of what they see and hear and 75% of what they see, hear and do. How we as educators maximize student learning by engaging students in more seeing, hearing and doing experiences becomes the challenge that shapes the future of higher education.

With this challenge in mind, members of the Learning Resources/Academic Support Services team ventured to Washington D.C. and Northern Virginia this past January, on a fact finding mission to determine what cost effective learning technologies are available and how they are being utilized to meet the needs of community college students.

We selected Northern Virginia Community College as our first stop, in order to see the much acclaimed TICCIT system in action. TICCIT, which stands for **T**ime-shared **I**nteractive **C**omputer **C**ontrolled **I**nformation **T**elevision, is a computer based instructional system that is used to teach pre-college math (basic algebra through pre-calculus) and Freshman English.

TICCIT uses PC workstations and a system server to facilitate and track lessons, exercises, and student progress reports. The electronic mail and note feature allows faculty, instructional assistants and students to communicate regularly. Students assume control of the learning process by spending as much time as they need to master a particular skill level before moving on to the next skill level. Faculty have developed a series of worksheets and handouts that complement the computerized lessons and provide take home drill and practice exercises for students. Pre-tests administered prior to

the course help insure proper placement and serve as benchmarks for monitoring student progress.

Computer Aided Instruction has proven to be a valuable instructional alternative for many students at Northern Virginia Community College. More than 6,000 students have used the TICCIT program since 1974, when the institution was selected by the National Science Foundation as one of two national sites

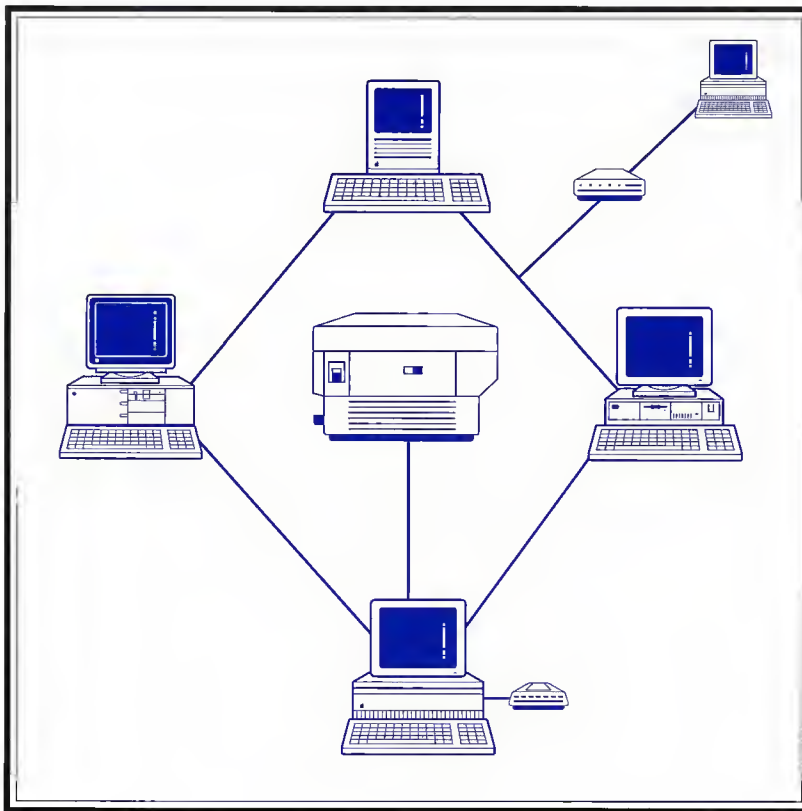
PLATO is the interactive program currently in use at Miami Dade Community College.

Both PLATO and TICCIT provide curriculum management features that allow the faculty member to track each student's progress, develop individualized learning paths and document the effectiveness of individual lessons, exercises and assignments.

The advantage of using CAI and other instructional technologies such as interactive video-disc, interactive computer and CD-ROM interactive systems relates directly to the way we learn. Learning is not a linear event. The human mind relies on its infinite branching capabilities in order to connect ideas and string together thoughts to create a meaningful mental "event". Traditional classroom lecture style teaching, on the other hand is strictly linear. We write information on the blackboard, one concept at a time, from right to left. Our textbooks perpetuate this linear mode of thinking in the way text is organized and presented. Educational technology mirrors human learning by encouraging

experiential learning and mimicking the brains natural ability to string ideas together to form new and creative thoughts. Interactive technology provides students with a platform for self empowerment.

Our second stop was the U.S. Department of Education's Technology Resources Center, in Washington D.C. which is a clearinghouse for instructional hardware and software. Educators from across the country rely on the Center for hands-on exploration of the latest in CD-ROM,



for implementation of Computer Aided Instruction. The course materials were developed at Brigham Young University by leading content specialists, educational technologists and educational psychologists.

In addition to TICCIT, there are other interactive learning programs available for the adult student. Most notably the PLATO system, an MS/DOS based platform for basic literacy, reading, mathematics, science, life skills, career assessment and computer literacy instruction.

Continued on Page 12

NewsFlash

Biopolymer Lab at Roxbury Community College

A Biopolymer Laboratory specializing in the characterization of a biologically important macromolecule has been established. The laboratory was developed after Drs. Kyriss Rodriguez and Ray Turner in the Science Department received an equipment grant. The money was used to buy state of the art gel electrophoresis equipment which is the centerpiece of the new laboratory. The laboratory is to be run and operated by Dr. Turner. Dalton Skerritt, a student enrolled in the Tufts/Roxbury research program, also works with Dr. Turner.

The Teaching and Learning Center

The Teaching Learning Center (TLC) is the academic and instructional support arm of RCC. Currently staffed with an Acting Director, two Program Directors, three Learning Specialists, and an Office Secretary, the TLC is the umbrella under which an array of programs and services are housed.

The programs include Learning to Learn, a study skills and learning strategies course; the New Beginnings Program, an after school academic enrichment program for 40 at risk high school students; and, the Tutorial Program for RCC college students.

Another form of academic support offered at the TLC is Computer Aided Instruction where students become familiarized with word processing techniques and computerized instruction.

The TLC also provides Assessment and Placement services. All new students at RCC are tested and assessed in Reading, Writing, Mathematics and Science. Course placement is based on the results of the placement testing. A total of 850 students were tested for the 1991-1992 academic year. A profile of student assessments is printed in the TLC's annual report.

Second Year for Tufts Program

This is the second year of the Tufts/RCC initiative. The program was the brainstorm of Dr. Bryan Toole from Tufts Medical School and Professor Turner. A proposal, co-authored with Dr. Andu Gebremichael, has lead to a new course entitled "Research Techniques in Science". The course allows selected students to earn four credits at RCC while working on a research project at Tufts for a minimum of twelve hours per week. The two semester course has received much praise from the Tufts faculty. Articles on the program appeared in the Tufts Alumni Magazine and the Deans' Rounds, a medical school publication. In addition, Professor Turner spoke about the course on Visions, a television program on channel 56.

Surpassing Survival in the 90's

This year's program for Black History Month, "Surpassing Survival in the 90's", was designed to reinvigorate our skills of survival, struggle, and sovereignty through careful examination and discussion of our education, economic, social, and political realities. The culmination of the calendar was best reflected in the representation of the African Diaspora. This calendar of activities has hopefully helped to dispel the common belief that Black History Month is for Black Americans only.

Special thanks to guest participants Dean Barbara Burgess, Professor Tom Reeves, the Newswriters' Club, RCC Maintenance Staff, and everyone at RCC who supported, participated, and contributed to this year's events.

Senior Power at Roxbury Community College

Roxbury Community College is currently helping Senior Citizens to readjust to the College academic and social envi-

ronment by providing them with tuition free courses.

The College also provides a Coordinator for the Senior Program, Nadine Gregory, a nursing student, who assists these older adults in following through with their registration and class schedules, arranging tutoring services and in other ways in which assistance is needed.

Other services rendered by the Coordinator include meeting with seniors individually to assist them with their concerns or questions regarding courses, etc. The seniors themselves have group discussions on problems related to school work; and, they encourage each other to keep their "eyes on the prize", that is, maintain staying power, consistency and perseverance in order to reach their goals.

Professor Robert Hall

On March 2, 1991, Professor Robert Hall from the Afro-American Studies Program at Northeastern University presented a lecture entitled, "Family Stories". Professor Hall's lecture was interesting, informative, and entertaining as he reviewed black history by tracing the lives of family and friends throughout generations.

The event was coordinated by Ken Tangvik and sponsored by the English Department and was well attended by faculty, staff, and students.

Accreditation Update

As a follow-up from a prior visit to evaluate its fifth-year interim status, Roxbury Community College was visited by a three person team representing the New England Association for Schools and Colleges (NEASC), March 22-24, 1992. The College is expecting an official report on its accreditation status from the NEASC in June, 1992.

Office Technology Department Establishes New Program

The Office Technology Department initiated a new 16 week Word Processing Program at both the main campus and at the Boston Business School campus. This one semester program was designed primarily for the unemployed seeking retraining, men and women returning to upgrade skills, or college graduates who wish to learn word processing skills. The program is offered during morning hours and consists of one semester of classroom instruction including hand-on computer training. Credits are transferable toward an Associate Degree in Word Processing.

Developing Concepts in Science

This semester is the second semester that the textbook authored by Professor Turner has been used by students in the General Science course. "The textbook was an experiment," says Turner. "I wanted to develop a text which would address the needs of our students. Most of our students have extraordinarily deficient backgrounds in science." The text has been well received. Turner plans to improve on the text for a second edition and have the text distributed nationally.

Financial Aid is O.K.

RCC's Financial Aid Office received a satisfactory Audit Report in October, 1991. The audit revealed that the college has taken positive steps toward correcting discrepancies reported for the past two years. It was noted that the college has instituted satisfactory procedures for the Student Financial Aid Office.

Appreciation to Mr. Angel Urena and staff.

RCC Alumni Selected for Key Position

Julie Lonergan, a 1991 graduate of the Executive Secretarial Program at the Boston Business School, has been selected from 200 candidates to fill the position of Secretary in the President's Office at the University of Massachusetts at Amherst. She began working for President E.K. Fretwell on January 13.

We congratulate her and wish her every success in her new position.

Student Activities Department Visits the Prison

For the past six years, the Department of Student Activities has scheduled at least two events per year to be held at one of the state prisons. They have visited places such as Walpole, Gardener, Deer Island, and Framingham State Prison. The purpose of these events is to physically connect the prisoners to the community and to demonstrate support for the prisoners' return to their communities.

The visits are focused around the time of year when establishing community ties and bonds are prevalent and accessible. The times chosen are Kwanza and Black History Month. The students bring news of home, joy and cheer to the inmates through songs, dances, plays, and lectures.

This year for Black History Month, the inmates of the African-American MCI-Cedar Junction Walpole Committee paid tribute to members in the Black Community. On February 28, 1992, the Student Activities Department, Mr. Louis Saunders, and the President's Hostess Club received certificates of appreciation at Walpole Prison's Fourth Annual Black History Month Celebration.

Institute for Training and Development

Roxbury Community College has in the past year resumed its collaborative relationship with the Institute for Training and Development (ITD), a non-governmental organization in Amherst which developed from the Center for International Education and the University of Massachusetts/Amherst. ITD often receives government grants to host training visits of foreign nationals. These contracts usually require collaboration with a historically black college or university.

This relationship brings to RCC grant monies and international exposure. Last semester, RCC hosted visits of Salvadoran Scouts, Guatemalan school administrators, and Costa Rican school board members. This month, a group of Bolivian nurses are scheduled to visit. In the past, Henry Allen coordinated this work. Currently, Scott Mehlenbacher, an RCC faculty member, is serving as the RCC campus coordinator.

Vocational Education Grants Awarded

Roxbury Community College has been awarded two major Vocational Education Grants by the Department of Education. The College's local plan has also been approved for the next three years.

The grants that are currently running on the RCC campus are listed below:

Name of Grant	Amount of Award
Nursing Opportunities Program	\$50,074.00
Special Population Programs (Disadvantaged Counseling and Handicapped)	\$80,503.00

The grant award for nursing will assist in the provision of direct services, program development and program expansion. The primary objective is to increase access to and successful progression through the Nursing program which would lead to an associate degree and eligibility for a license as a registered nurse.

The Special Population Programs will assist the Admissions, Financial Aid, Counseling & Placement Services and the Teaching Learning Center to ensure all eligible students are identified upon enrollment. Counselors will also guide adult evening students toward their career plans as related to their studies.

DCE&BBS *Update*

Pre-GED English Classes in Chinatown

The Pre-GED English Program in Chinatown is offered by the Division of Continuing Education at RCC in collaboration with the Chinese Consolidated Benevolent Association. The program has been well received by Asians who live in the Chinatown and Greater Boston areas. The program began in the Spring, 1991 and has continued to enjoy popularity among the Asian population seeking a GED diploma.

The program offers two basic English classes in the mornings and one class in the evenings. The classes meet four times a week for one and one half hours per meeting. There is currently quite a long waiting list for the program.

In 1992, this program will be co-sponsored by the Chinese Cultural Center and RCC and will be moving to a newly renovated site on Harrison Avenue. To further benefit low-income Asian students, the tuition will be reduced from \$75 to \$70 per semester. For further information, please call Peter Law, Division of Continuing Education at 541-5306.

Project LEAD starts at Roxbury Community College

Roxbury Community College, UMASS Boston and the lead agency, African and American Friendship, Inc. are together offering a community leadership development program for residents of the Roxbury Community College service area. The collaboration is a result of a grant received by AAF from the Kellogg Foundation. Specific community leadership competency based modules developed at UMASS will be offered in the evenings and Saturdays on the RCC campus during the Spring, Summer, and Fall semesters. Both UMASS and RCC faculty will teach in the program which enrolled more than seventy-five students in March 1992.

Modules taught Spring Semester, 1992, include: Exploring the Inner World of

Leadership and Group Dynamics, The Impact of Politics and Power on Public and Community Services, Presentation Skills for Community Leaders, and Race, Culture, and Ethnicity: Leadership Issues for the 1990's.

The program is being coordinated through the Division of Continuing Education and Community Services at RCC with assistance from Dr. Aggrey Mbere, Division Chair, Social Science.

News From the Boston Business School Campus

Spring courses are once again being offered to the City of Boston union members of Local 285 and AFSCME Council 93. The "Career Ladder" program began in the summer of 1987 and is funded by the City of Boston to enable the employees to learn modern office skills and further their education. Because of budgetary constraints, a brief period existed when funding of the program was at a standstill. However, this spring semester 54 union members are enrolled in 74 courses being taught at the BBS Campus.

News From BBS Placement Office

We are proud of our 1991 graduates and our alumni. The average starting salary of our 1991 graduates was \$22,000. This is proof that a two year investment at the BBS Campus really pays dividends.

Congratulations to:

- Julie Lonergan, 1991 Executive Secretarial graduate who was chosen over 200 applicants to work in the office of Dr. E.K. Fretwell, President of the University of Massachusetts.

- Michelle Collins, 1991 Executive Secretarial graduate who is Administrative Assistant for the Gillette Corporation.

- Annmarie Miller, 1991 Executive Secretarial graduate who is an Administrative Assistant for the Gillette Corporation.

- Tara Hutchinson, 1991 Executive Secretarial graduate who is a Medical Secretary at the Dedham Medical Association.

- Mary Teehan and Patricia Taylor, 1991 Executive Secretarial graduates who are working in the Legal Department of Liberty Mutual Insurance Company.

- Margarita Velez, 1991 Word Processing graduate who is an Administrative Assistant at the Boston School Department, Math Division.

- Eileen Ahearn, 1991 Executive Secretarial graduate who is a Medical Secretary at Beth Israel Hospital.

- Kimberly Burnham, 1991 Word Processing graduate who is an Administrative Assistant in the M.R.I. Unit at Brigham and Women's Hospital.

- Albert Raffa, 1991 Accounting graduate who is continuing his education at Suffolk University majoring in Business Administration.

- Maura DeJesus, 1988 Accounting graduate, is currently working at Cambridge College as a Junior Accountant.

- Caridad Medina, 1991 Executive Secretarial graduate, is working in the Psychiatric Department of the New England Medical Center.

- Lynn Perez, 1988 Executive Secretarial graduate, has recently completed the Paralegal Program at Northeastern University and is working as a Paralegal in the law firm of Attorney Milton Schwartz.

- Linda Carroll, 1989 Executive Secretarial graduate, is working for Judge Joanne Thompson at the Department of Industrial Accidents.

Increase in DCE Enrollment

During the Spring 1992 semester, the credit enrollment in evening/weekend classes increased to 792 students from 642 credit students in the Fall, 1991 semester.

An additional 184 students are taking non-credit courses mostly in the GED Program. Another GED session began in March, 1992.

In the Spring 1992 semester, an Evening Program began at the BBS Campus. 95 students are currently enrolled.

Increased enrollment in all of the programs is credited to a course schedule mailing to 90,000 households in the RCC Community College service area as well as in Greater Roxbury, Dorchester, Mattapan, and Jamaica Plain.

Due to the successful results of the mass mailing, another mailing is planned for the summer recruitment effort. The summer session will run from June 15 to July 30. Call 541-5306 for summer registration information.

The production of course schedules prepared for the mailing was the result of the collaboration between the offices of DCE & CS and Learning Resources and Support Services.

DCE Courses at BBS

DCE is offering courses at the Boston Business School Campus on Tuesday and Thursday evenings. Approximately 100 students have enrolled in these courses. We feel that this is an excellent beginning. A tip of the hat is due to Dean Paul Willenbrock whose organization and planning skills have made this new program a success.

ABE & GED Courses: An Update

The Division of Continuing Education & Community Services is offering GED classes in a three-level, multi-section format this year. Students are able to prepare themselves for the GED examination in intensive classes which meet for seven weeks, twelve hours a week. "This year, we have changed the schedule from semester long courses to courses meeting on a more intensive seven week schedule in an effort to allow students to obtain their diplomas more quickly," said Program Coordinator, Betsy Johnson. "The change in scheduling has proven to be very successful. You can see that the number of students who finish the GED classes usually go on to earn their GEDs within

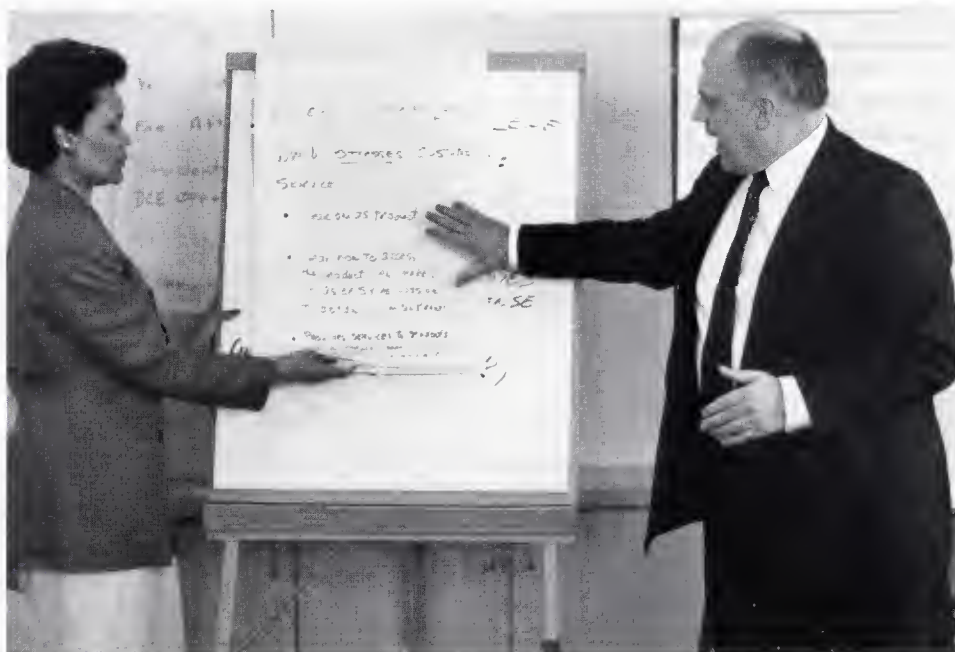
Public Relations & Marketing Forum

On April 28/29 and May 20, nine outstanding public relations and marketing professionals from the fields of advertising, business, community development, health, education and the media met at the College to brainstorm and create a marketing plan for RCC.

Led by Charlayne Murrell Smith of the Wishnow Group and Celeste Reid Lee of the Visiting Nurses Association of Boston, the participants heard an overview and brief history of the College by President Jones, as well as presentations by administrators from Academic Affairs, Student Services, the Division of Con-

tinuing Education, Learning Resources and the RCC Foundation.

Strategies and a plan for implementation are being formulated by the group with recommendations for involvement and assistance by other professionals. All nine professionals involved in the forum participated on a pro bono basis and have consented to provide additional assistance if called upon by the College. This is an excellent example of volunteer participation and interaction between internal and external professionals for benefit of the College.



From left to right: Celeste Reid Lee, Consultant and Paul Willenbrock, Dean of Division of Continuing Education & Community Services discuss marketing strategy at the meeting

three to five months instead of the usual eight to nine months."

For many, obtaining the GED is an all important first step to qualify themselves for studies in higher education. Many recent GED graduates go on to pursue an Associate Degree at RCC, while others enroll in undergraduate programs at UMass or Northeastern University. DCE will recognize its GED graduates at a ceremony in May, 1992.

In addition to GED classes, DCE provides training in ESL and ABE (Adult Basic Education) at the Jeremiah Burke

School in Dorchester. The program currently has seventy five students attending classes two evenings a week. Beginning, Intermediate, and Advanced classes in ESL, as well as a high-level Reading and Writing (pre-GED) course in ABE, are offered. All classes at the Burke are free of charge thanks to a grant provided by the Department of Education.

For more information on GED and ABE classes, call Betsy Johnson in DCE at 541-5306

DCE & BBS Update.... continued from page 11

English as a Second Language

English as a Second Language (ESL) has always been one of the major course offerings by the Division of Continuing Education. ESL courses are intended for students whose native language is not English. There are six levels of language ability to cater to diverse student educational needs. A placement test is given before registration to determine the appropriate course placement for each student applying for these courses. ESL students registered with DCE have access to the Language Laboratory which is supervised by a Lab Technician and a group of instructors.

Enrollment in ESL in Fall, 1991, was very good. There are 24 courses in ESL in DCE. Eighteen courses are taught in the evenings, and six are taught in the early morning. The average class size is fifteen to twenty students.

Morning classes were created for a group of Asian students who are restaurant workers and whose work schedules do not permit them to attend the conventional day or evening courses. Students attend these courses from 8:00 am until 11:30 am. They then go to Chinatown to begin their jobs or to get on company vans that take them to work.

Many students say that without the special arrangements and course schedules designed and prepared by DCE, they would have little or no opportunity to enroll in such courses.

That's the TICCIT.... continued from page 7

Videodisc, and computer based interactive instruction. Our visit to the Center opened our eyes and minds to the fascinating ways technology is being used to enrich instruction. We explored a Macintosh-based bilingual Spanish and English reading program for elementary grades which featured full audio capabilities, a point and click bilingual dictionary and pronunciation guide. CBS News' Gulf War Crisis videodisc brought the sights and sounds of history right to the student. As students working at the computer/videodisc station we could select the event we wanted to examine, view the "live" news footage, listen to experts debate the event and read follow-up

news articles all with the click of the mouse. Students can use this system to create video term papers, and integrate state of the art graphics and pictures into their classroom assignments. Another interesting item we explored at the Technology Center was the CD-ROM based encyclopedia. Both Groliers and Comptons full volume academic encyclopedias are available on compact disc. In a single disc the size of an audio CD, students have access to full text articles and colored pictures. The indexing and searching features allow students to quickly find the information they need and move from one subject to another with ease.

The applications for using interactive media in a learning/teaching environment are limitless. The success of any interactive learning platform hinges on several key factors;

- the institution must embrace the technology as a viable instructional medium
- the institution must be prepared to expend the start up cost for both hardware and software
- faculty must play a significant role in the development of supplemental course materials
- faculty and students must have regular opportunities for interaction and feedback
- faculty must have opportunities for professional development that include the utilization of computer-assisted instructional hardware and software
- students must have access to the means of instruction at times that are convenient to their schedules

Critics will be quick to point out the economic hurdles that stand in the way of implementing interactive learning at RCC. However, what the institution should begin to look at is the cost effectiveness of student directed learning as a means of addressing the high cost of developmental education and basic skills development that does not require the low student to faculty ratios that are currently needed for this type of instruction. If Governor Weld is successful in instituting formula based funding for Public Higher Educational Institutions, Roxbury Community College will have difficulty maintaining the relatively small class size

that has allowed the institution to meet the faculty/staff intensive needs of the traditional developmental education classroom. Innovative non-traditional instructional delivery systems can reduce the pressure of individualized instruction by placing students in "charge" of their own learning. The faculty/staff member then takes on the role of a guide/mentor, helping to keep the student on track, designing and monitoring customized instructional materials and overseeing the learning process.

Many students thrive in a traditional classroom environment, but what is RCC doing to support the education of those students who need to take a different approach to the acquisition of skills and knowledge? Through the use of computers, video disc, CD ROM technology and video based courses, students will be offered the option of choosing the instructional platform that best meets their individual needs. As an institution RCC has an obligation to meet its students instructional needs. The College can achieve this by recognizing the role of technology in the teaching and learning process and supporting innovative delivery systems that empower students to direct the flow of their own learning process. Now that's the TICCIT !

Contributors

The Collegiate is published by Roxbury Community College Academic Affairs Office. Submit articles to the Office of Academic Affairs.

Academic Affairs Office

Dr. N. Alan Sheppard, *V.P. Academic & Student Affairs*
Daniel Alvarez, *Acting Dean, Faculty*
Martha Lambert, *Secretary*

Editor

Jackie Allen-Lestage, *English Department*

Creative Director/Designer

Boris Tahmasian, *CPMP*

Production Manager

Boris Tahmasian, *CPMP*

Contributors to This Issue

Ray Turner, *Professor*
Andu Gebremichael, *Professor*
Everest Onuoha, *Professor*
Dr. N. Alan Sheppard, *V.P. Academic & Student Affairs*
Barbara Burgess, *Acting Dean, Student Affairs*
Tom Reeves, *Professor*
Roberta Schotka, *Coordinator, IIDIS*
Beverly Titunik, *Professor*
Doris Woods, *Division Chairperson*
Kathy Riley, *Professor*
Gail Burroughs, *Executive Assistant to the President*
Paul Willenbrock, *Dean, DCE & Community Services*
Loretta McDonald, *Grant Manager, Business Office*

Special Thanks to

Monica P. Bond, *Acting Dean, LRAS*